

**Centre for English Language Studies**  
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Masters in Teaching English as a foreign or second language

Process Approach to Writing

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*Question LT/08/09*

*Collect a small number of samples of your students' writing. Discuss the difficulties they appear to have writing in English and discuss how a process approach to writing might help them.*

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## 1 Introduction

As a means of addressing the question, this paper looks at what writing is and why, in general, it is so difficult for EFL students to master this skill. In addition, it will outline several approaches to teaching writing as well as evaluate the advantages and disadvantages of the process approach. Having investigated the background relevant to the task, it will consider the pieces of writing (shown in Appendices 1-4) in turn, discuss the individual problems each writer has and examine how the process approach would help them improve. Finally, it will conclude on the effectiveness of the process approach in relation to the specific examples and within writing in general.

## 2 What is writing?

Writing can take many forms, including anything from a shopping list, acting as an aide-memoire, through letters, both formal and informal, to academic texts like this essay. Each type of writing displays a variety of features which “can be observed within the sentence at the level of grammar, and beyond the sentence at the level of text structure.” (Nunan, 1999, p. 275) Therefore, each type of writing requires more or less skill, and the more complex the writing, the more essential writing skills are.

Writing is a productive skill which, Nunan (1999) suggests, shares some functional characteristics with spoken discourse but also displays unique elements which are not common to both. Harmer (2004), on the other hand, views that the type of writing determines how similar spoken and written discourse are. Halliday ( (1985) cited in Nunan 1999 p. 275) outlines 3 main purposes for writing, namely “action” (including public signs, product labels, etc), “information” (including newspapers and magazines etc) and “entertainment” (including comic strips, novels, newspaper features etc). So it appears that writing has many facets.

## 3 Writing in the EFL Classroom

Brown (2001) argues that writing in the EFL classroom is less varied than for L1 users. Moreover, writing needs vary depending on level of L2 and reasons for learning English, which usually affects the way teaching is approached. Students having to write clients abroad will need to learn the formulaic language used in business letters and emails as well the levels of

formality used when writing English to various audiences, whereas learners wanting to chat on-line to make friends may prefer more conversational or informal writing practice.

Raines (1993) cited in Nunan, 1999, p. 273) identifies two kinds of writing in the EFL classroom, namely “writing for learning”, which includes pre-writing, drafting, revisions and editing, and “writing for display” such as examination writing. This paper explores display writing for examinations, the reasons for which are outlined in section 6.

In display writing, understanding the requirements of the question is crucial to success. This skill is best practiced working with others, but the solitary nature and time constraints of examinations means that students have to be able to undergo the planning quickly and alone. In addition, formulaic written language has to be mastered. Students who can use natural language as it is used by the native speaker will perform better than those whose linguistic resources are translations from their L1. However, working together with other students to adapt the formulaic language to meet the needs of a particular question is likely to be met with more success than just copying input in its entirety.

#### **4 Problems for the EFL Learner**

Writing is a skill, like reading, which has to be taught in L1 schools and, as Nunan (1999, p. 271) points out, producing coherent written discourse is an effort for many English mother-tongue speakers. He acknowledges that “for second language learners the challenges are enormous.” White and Arndt (1991, p. 3) agree, arguing that “proficiency in language does not, in itself, make writing easier.” They add that “people writing in their native language, though they may have a more extensive stock of language resources to call upon, frequently confront exactly the same kinds of writing problems as people writing in a foreign or second language.” Therefore, if writing coherently and clearly is a skill native-speakers find difficult, many L2 users, who have less control of English and its conventions of register and collocation, will inevitably find it a chore that takes time and considerable effort.

The same issues that make second language learning generally difficult also apply to learning to write in a foreign language. As Brown (1987, p. 82) points out:

It is clear from learning theory that a person will use whatever previous experience he or she has had with language in order to facilitate the second

language learning process. The native language is an obvious set of prior experiences. Sometimes the language is negatively transferred, and we say then that negative interference has occurred.

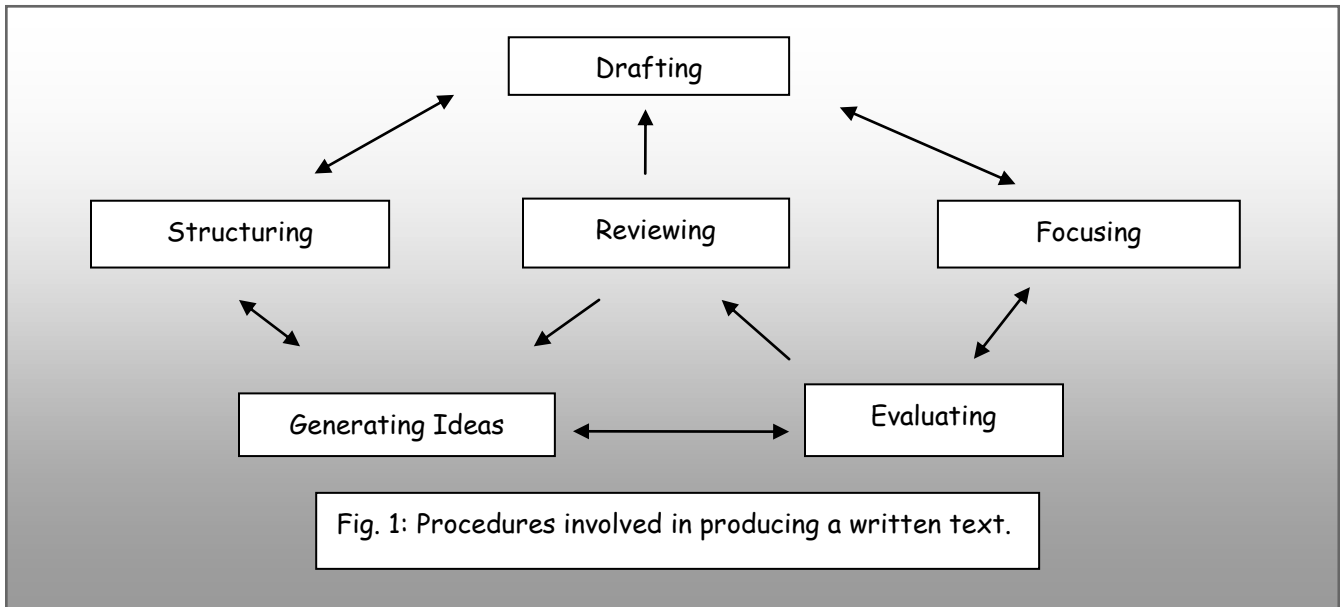
This negative interference in writing in my work situation, where German is the L1, manifests itself, in my experience, partly with the formulaic language, which is relatively easy to teach and help students improve, and partly with collocation, word order, word choice and word use, where improvement is more difficult to achieve. Brown (1987, p. 82) also identifies the problem of overgeneralization which “occurs as the second language learner acts within the target language, generalising a particular rule or item in the second language – irrespective of the native language – beyond legitimate bounds.” This is also evident in written work as these overgeneralisations are part of the student’s interlanguage.

So why do so many students have problems writing? Firstly the difficulties faced by learners are partly linguistic and partly due to a lack of skills to write. The latter arise because many students do not write in their L1 so lack the confidence and experience needed to write in an L2. As a result, adult students, in my experience, avoid writing, compounding the problem. Secondly, previous learning experience plays an important role in student’s view of what they can or cannot do, and these preconceptions often prevent them from experimenting and taking risks with language, instead resorting to translation from their L1, because it feels safer. The linguistic problems arise partly because, as Nunan (1999) points out, written discourse is generally not just a matter of writing down what we would say. He (1999, p. 277) adds that “linguistically, written language tends to consist of clauses that are complex internally...” and many students do not have the resources to produce more complex language. Moreover, each type of writing requires students to master new vocabulary, format and register conventions and this means that ability to write in one genre does not mean proficiency in another. All these factors affect student motivation, which without a doubt, plays an important role in their success.

## **5 Approaches to Teaching Writing**

### **5.1 The Process Approach**

White and Arndt identify 6 non-linear procedures or processes when writing. Figure 1 on the following page shows these procedures and how they inter-relate (White & Arndt, 1991, p. 4).



White and Arndt (1991, p. 7) have also identified a possible sequence of activities for the classroom shown in Figure 2 below.

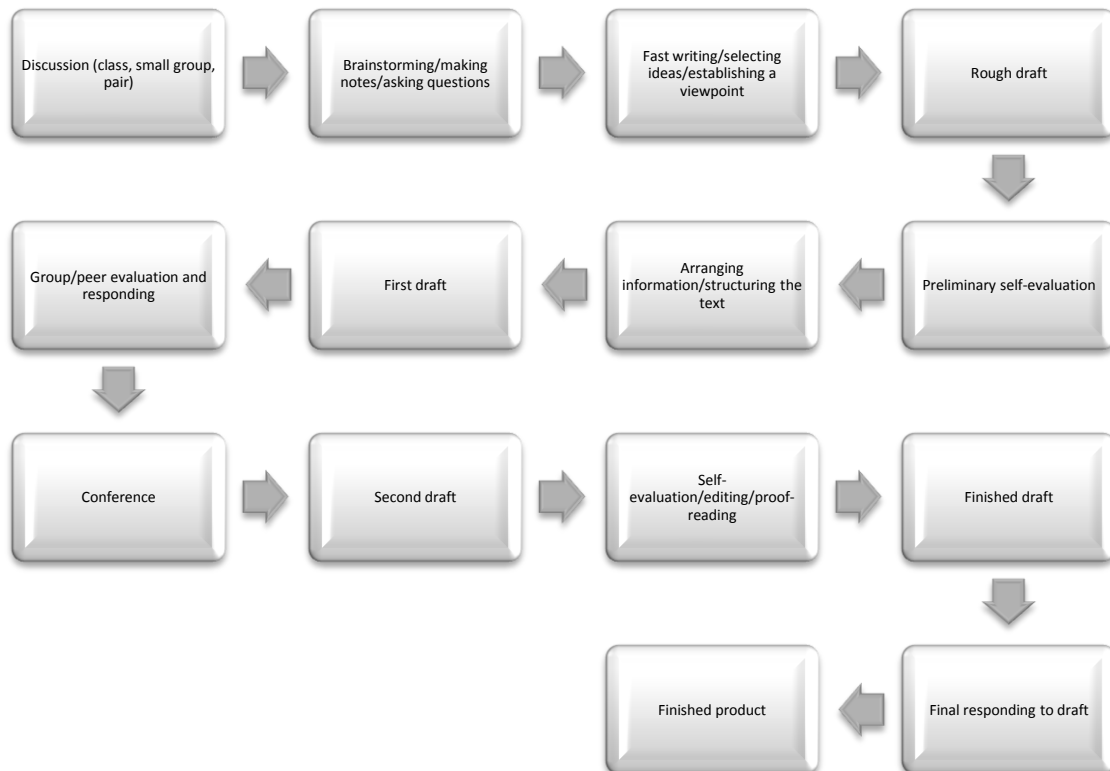


Fig. 2: Sequence of Activities in the Process Approach to Writing (adapted from White and Arndt 1991)

The role of both the teacher and the student differs from other approaches in that,

The teacher, instead of being cast merely in the role of linguistic judge, now becomes a reader, responding to what the students have written; the students, rather than merely providing evidence of mastery of linguistic forms, proffer experiences, ideas, attitudes and feelings to be shared with the reader. (White & Arndt, 1991, p. 2).

Essentially, the process approach, as its name suggests, focuses on the process one goes through when writing including generating ideas, deciding which ideas are relevant to the message and then using the language available to communicate that message in a process that evolves as it develops. In the classroom this translates into group brainstorming exercises, general discussions, and group planning activities to decide on the content of the piece of writing. Peer correction and group evaluation are also encouraged.

## 5.2 Other Approaches

### 5.2.1 The Product Approach

This is the traditional way to teach writing. Badger and White (2000, p. 153) point to Pincas (1982b) for “one of the most explicit descriptions of product approaches.” They cite her view that writing is “primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax and cohesive devices.”

Pincas identifies four stages to writing: familiarisation; controlled writing; guided writing and free writing ( (Pincas, 1982a), cited in Badger and White, 2000, p. 153). This approach is, as Nunan (1999, p. 272) points out, “consistent with sentence level structuralist linguistics and bottom-up processing.” The role of the teacher is provider of model language and guided exercises and corrector of errors when the final ‘perfect’ product is created.

### 5.2.2 The Genre Approach

Badger and White (2000, p. 155) argue that genre theory is “an extension of the product approaches.” The similarities being that both see writing as “predominantly linguistic”. They (Badger & White, 2000, p. 155) argue that genre theory differs from product approaches, because it admits that the writing “varies with the social context in which it is produced.” Genre analysts, they suggest, believe there are several elements of a genre which will determine the language chosen in writing. These are primarily the “purpose” of the writing but also “the

subject matter, the relationships between the writer and the audience, and the pattern of organisation.” The role of the teacher therefore, is to provide model language and to facilitate the learner’s understanding of the purpose and context of the writing (Badger & White, 2000, p. 155).

### 5.2.3 The Process Genre Approach

The main idea behind this approach, devised by Badger and White (2000, pp. 157-8) is that

Writing involves knowledge about language,... knowledge of the context in which writing happens and especially the purpose for the writing,... and skills in using language. ... Writing development happens by drawing out the learners’ potential... and by providing input to which the learners respond....

So by being a combination of the two approaches it benefits from their advantages but avoids their weaknesses.

### 5.3 The Strengths and Weaknesses of the Process Approach

Badger & White (2000, p. 156) argue that the process approach evolved out of dissatisfaction with more traditional product approaches, which view the end product as their focus, with the supporters of the former rejecting the latter as old fashioned and ineffective. The process approach, however, is also not perfect. Firstly it requires a significant investment of class time to be successful. In addition, it was developed to meet the needs of the native classroom, where learners, who were already verbally fluent, needed to address the issue of the writing process and as a result, it neglects the linguistic element of written language. A recent adaptation within this approach, which aims to address this weakness, is the introduction of a reformulation stage where the teacher provides assistance in reformulating the language without losing the writer’s original meaning. This may take the form of a letter to the writer asking for clarification or explaining vocabulary they have used. An example of this is provided by White and Arndt (1991, pp. 8-9). However, it too requires an additional investment of a teacher’s time as every student is likely to have his own unique mix of problems and therefore each piece of writing must be replied to individually for this stage to lead to improvement.

On the other hand, EFL students might not have extensive L2 language resources but they still have experience of the world and knowledge of conventions in their own language, which they can bring into the learning process when using the process approach and as Brown (1987, p.



82) points out: “The native language of the second language learner is often positively transferred, in which case the learner benefits from the facilitating effects of the first language.” This is unlikely to happen in the product approach. When using the process approach students can also develop skills, such as drafting and editing texts, which are required when writing.

Raimes (1993) maintains “a shortcoming of the debate around these issues is that process and product have been seen as either/or rather than both/and entities.” (Nunan, 1999, p. 273) Badger and White (2000, p. 157) agree, saying that “the conflict between the approaches is misguided, and damaging to classroom practice.” What Raimes and Badger and White both suggest is that approaches are not mutually exclusive and I believe the approach, or combination of approaches, chosen by a teacher should be based on the learners’ goals, level and needs, and the time constraints imposed by exam or learning deadlines.

## 6 Writing in a Swiss Context

Switzerland differs from England in the fact that qualifications are essential to be able to progress in any working environment. On an application, the first criteria the employer has to consider are qualifications for the post. In addition, Cambridge Advanced is the level required by primary school teachers to teach English, which is now obligatory for pupils in the third class and above. These factors combined mean that exams are vital to the Swiss for their career development. As a result, most of my teaching involves exams and developing writing skills so that learners can gain the required certificate. Therefore, the written samples addressed below all come from University of Cambridge Local Examinations Syndicate (UCLES) type exam questions.

## 7 Assessment Criteria

As the sample materials are responses to UCLES type questions, their assessment criteria have been chosen as the means of evaluation (UCLES, 2008). They are as follows:

- **Content:** All required information is included.
- **Organisation and Cohesion:** paragraphing, linking of ideas within the text and use of cohesive devices.

- **Range:** of structure and vocabulary.
- **Accuracy:** of structure, spelling and punctuation.
- **Appropriacy of register and format:** use of language reflecting the relationship between the reader and the writer as well as following layout conventions.
- **Target Reader:** this assesses the effect on the reader.

Question specific criteria, when appropriate, are given in the corresponding Appendix with the sample question and answer.

## 8 Sample 1: Informal Letter

This task was given early in a First Certificate in English (FCE) course. Class time was spent preparing for the task in pairs, including an analysis of the question, development of a basic paragraph plan, and a matching exercise providing both formal and informal expressions, the informal versions of which students would find useful in the task. The writing task was completed alone for homework. This student fell well below the required standard.

### 8.1 Problems

The writer's main problems were as follows:

- The question required the student to write about themselves and their family to someone they had never met before, including an invitation to Switzerland. The writer decided that the reader was someone he had recently met in New Zealand, rather than a new pen friend.
- The text lacks coherence and cohesion (e.g. each sentence is an individual thought without being connected to the previous or following ones.) The writer also has little idea of paragraphing (most sentences are a new paragraph). This letter was probably written using a bottom-up approach to language so the words have been put together to make sentences with little thought given to how the ideas link together or overall meaning. Apart from 'and' and 'but', only one linking expression was used (because), and that was used incorrectly.
- The writer lacks basic linguistic resources and control, which makes much of what he says hard to comprehend. His interlanguage is at the stage that his writing is partly

based on translations from German interspersed with L2 grammar, expressions or words that he is yet to master fully. (“I am would like know, how you are?”; “She couldn’t go for a second world travel away”) In addition, he has difficulty with English spelling (now for know; off for of; said for sad etc) which compounds the problem. He exhibits evidence of overgeneralization with his repeated use of the past tense as well as negative interference from his L1 as shown in his word order problems in sentences like “for my development was this very important.” And “she couldn’t a lot of things do.”

## 8.2 Analysis

Each of the bullet points is addressed in turn.

- The process approach would have hopefully helped the writer with the content errors as it would have reduced the likelihood of misinterpretation. The pre-writing in-class discussion was plainly insufficient for this student. Through extensive pre-writing discussion with another student including note taking to aid retention, the misunderstanding might have been avoided. Had the misinterpretation still posed a problem, it might also have been noted later in the evaluation stage.
- The pre-writing discussions or brainstorming and group planning would probably have helped the writer group his ideas more logically into clearer paragraphs, however without further linguistic input in the form of linking expressions and discourse markers and how and when to use them, there is no guarantee that the text would be any more cohesive.
- With regard to accuracy, I would argue that the process approach is of limited use in helping him improve. A peer from his class would have difficulty in the evaluation stage, especially if their levels are similar, although they may be able to point out where meaning is unclear even if they are unable to make corrections. If, however, pairs are made from a strong and weak student the likelihood of success is increased but only in one direction. Even so, as the teacher regularly guessed the writer’s meaning, a strong student would struggle. The writer’s interlanguage is currently rather confused so detecting his own mistakes in the self-evaluation stage may prove ineffective. However, if the teacher replied to the letter demonstrating correct sentence structure, drawing attention to the problems and giving guidance on how improvements, as advocated by

the reformulation stage, the writer may have been able to increase his communicative ability. This of course puts additional demands on the teacher as replying to each student would require the investment of many more hours of marking than simple correcting.

## 9 Sample 2: Formal Letter

This task was given to a FCE class to illustrate the requirements of a first and last paragraph of formal letters. No class time was devoted to evaluating the requirements of the question. The student then decided to write the full letter in the weeks before the exam.

### 9.1 Problems

The student's effort displayed the following problems:

- The main reason this letter would not meet the required standard is that the content was incomplete. She did not say when and where she would like to go. Where she asked for special arrangements she failed to specify what was required. This would have affected the reader's ability to respond.
- Despite adequate opening and excellent closing formulae, she lacks control of some of the expressions. ("with reference to you letter"; "before I will make my final decision") However, meaning is generally conveyed.
- There are a few problems with register as the writer uses some informal language rather than the required neutral or formal style. ("Wow that's great"; "that will be great!") However, she is aware that indirect questions are more appropriate but does not always utilise them.

### 9.2 Analysis

- The process approach will probably help this student. The content errors would clearly have been avoided had she used the process approach stages of brainstorming, discussion and group planning. Group or pair work would have ensured the comprehension of the question, avoiding the omissions. Should misunderstandings have occurred having completed pre-writing activities, it is likely that the peer correction stage would have solved the problem, especially if an evaluation checklist is given to

the students, giving questions to ask about the piece of writing under 4 headings (type of writing, purpose and ideas, structure of text and response as readers). This would help them focus on the content and purpose of the writing, as well as the effect their work has on the reader. For an example of such a checklist see White and Arndt (1991, p. 118). Ensuring that students are grouped with different learners during the pre-writing and evaluation phases will also help improve the student's chances of success in the final draft. The limitation of the process approach for exam writing is that students need to be able to read and analyse the question alone as well as find their own errors, and all within a limited time frame. To achieve this, it is useful to introduce the process approach in the early stages of a course, so the skills needed to write can be developed. These skills then have to be adapted for exam writing.

- The sentence “before I make my final decision” is an example of formulaic language being used in an inappropriate situation. This error would also have been prevented by using the process approach as deciding together what meaning is to be conveyed would most likely ensure the correct use of formulaic language.
- The structural and register errors seen here may have been noted during peer, or even in the final self, evaluation phase and, if not, it is not detrimental as the writer's meaning is understood.

## 10 Sample 3: Essay

This sample was written at home as practice for the FCE exam. No class time was devoted to the question although adequate class time was devoted to the essay genre. In addition, the advantages and disadvantages of living alone were discussed in general.

### 10.1 Problems

- The student has written a report rather than an essay. The headings used, although not wrong, are not completely in-line with short essay conventions and her opening formulae are more appropriate for reports. (“the purpose of this report is to consider”)
- She has chosen to talk about two advantages and one disadvantage, which could indicate a lack of ideas.

- Many of the grammatical errors are a product of her mother-tongue, resulting in language that is at best awkward (“you don’t have to pay a rent for a house”; “a own flat”) at worst difficult to understand (“you don’t can stand alone”)

## 10.2 Analysis

- The process approach is generally successful in ensuring the exam questions are correctly interpreted and the conventions relating to format are adhered to which would have meant the student would have written an essay not a report.
- It is also an ideal tool to help students generate ideas for future written work. The pre-writing discussion would have allowed her to draw on her existing knowledge and then benefit from the knowledge of others. Usually a wide range of ideas would have been generated in this phase. This could be expanded by students working first in pairs and then joining with another pair to compare ideas. Note taking in the form of mind maps or bullet points to aid memory at this stage is also advisable, as recall is far more difficult in an L2.
- The grammatical errors stemming from the student’s L1 may or may not be recognised during the evaluation stage. The adaptation to include reformulation would give the teacher the opportunity to raise the student’s awareness of the similarities and differences between her L1 and English. For example the sentence “the housework that do mostly the parents” is an example of negative interference from her L1. Drawing attention to these differences will help her move away from translation as a means of writing.

## 11 Sample 4: Report

This sample was also written by a student at home practising for her FCE exam. No class time was devoted to the question, however the format, register and style of reports was covered and attention was drawn to their formulaic language. The course book also offered additional work to help with content but due to time constraints this was set for homework.

## 11.1 Problems

- One of this sample's main weaknesses is the section on disadvantages. Here the writer appears to have lifted language (points 1-4 in the quotation below) from the course book without making any attempt to adapt it to meet her needs. For example:

“Some students are concerned that:

1. some students were unhappy with the arrangements.
  2. Lessons need to be learnt for the future
  3. Highlight the problems that occurred during the half term ski trip
  4. Only one hour ski lessons were included in the price”
- The writer was required to use her imagination to invent problems, as exact details of these were not given. She failed to do so in this report.
  - The pre-writing exercises in the course book required her to adapt content ideas to make them usable in a report context. I believe that the learner failed to do these exercises.

## 11.2 Analysis

- This sample shows the limitations of imitation as a strategy in writing. The writer, having decided that the pre-writing activities were unnecessary, has copied the input as it was given in her book. However, when advocating imitation as a writing strategy, teacher control is essential, particularly at this level where linguistic resources are limited. This is because input material usually requires some form of adaptation to be incorporated successfully in a new situation. Therefore, teaching students to adapt formulaic language, to work in a variety of situations is more useful than handing it to them and hoping it fits in the particular exam question.
- Furthermore, I believe this sample illustrates the importance of students understanding the process of writing. In order to produce effective examination writing students have to be able to ‘invent’ pieces of information or draw on their existing knowledge relevant to the task, which can then be adapted, and used to complete their work. Without practice of this in class students will have problems achieving it on their own in examinations

- Had we had more class time, the pre-writing tasks could have been done in class, allowing students to work in groups and discuss the subject, and thereby generate plenty of ideas. These could then have provided a mental framework for their report. It would also have been useful to spend time discussing how the ideas could be grouped together into paragraphs, as advocated by the process approach. White and Arndt (1991, p. 80) suggest using spidergrams as a means of recording ideas and the relationship between them. Had we used this technique, the generating and structuring phases of the writing process could have been combined, and thereby increasing the chances of coherent writing.

## 12 Conclusion

Before I started this process, I had imagined that my conclusion would be that the process approach is suitable at higher levels but at lower levels product or genre approaches would be more useful. I also thought that I would judge the product approach more valuable for exam writing where the end product is what matters. However, during the evaluation process I have come to realise that in exam writing the process is just as, if not more, important than the end product, since it is this process that determines the content of a piece of writing and the meaning conveyed.

The main problem that seems to transgress all the writing genres discussed is that of time. The process approach by its very nature allows writing to evolve and develop slowly and exam writing by its very nature is the opposite, expecting the writing process to be “squashed” into 10 minutes of planning. As students’ level improves writing also becomes less of a struggle with language and time becomes less of an issue.

In conclusion, I suggest that the process approach is essential to exam success as long as students learn to use those skills, quickly and alone. I do believe however that it also vital to expose students to samples of the particular exam genres so they have a point of departure to which they can add the new information set by the examination questions and produce, using the writing process, writing which might not be perfect but which does convey the required message to the reader.



## 13 Appendices

### 13.1 Appendix 1

#### 13.1.1 Question: Informal Letter

You have been given the email address of an English-speaking person who is looking for a contact in your country. Write an email about you and your family, and suggest meeting at some time in the future.

Write your **email** in 120-180 words an appropriate style. (Question given in (Bell & Gower, 2008))

#### 13.1.2 Answer: Informal Letter

Dear Sue,

I am back in Switzerland and I would like know, how are you?

Do you now, when you come to Switzerland? The School time with you in New Zealand was very interesting, I remembered every week when I go in School for the first certificate.

How be going to your new exercise for handicapped people in New Zealand ? This is a very good topic for me, here in Switzerland too.

I did had a lots off good experience in New Zealand, for my development was this very important.

Because the difference between this two culturures, was for me very different. I am worried about this, when I stayed there.

Back in Switzerland I started my work immediatly. I enjoyed this very much and I will do another exam on this place. My Team leader is very learn Richs for my.

My Mother doesn't have a great time. She couldn't go for a second world travel away. She search about a new Job. Now she works in solothurn, in a other hospital.

She went too Canadian , she said to me, she dosen't feeling good in this country. This is the reason for her decision.

My Grandmother is very ill, she was for a long time in a hospital. Now she is at home, but she couldn't a lot off things do by her self. For me this is really said,

I would you invited to Switzerland in my beautiful home. I will do many travels with you. Please give me as soon as an answer back. When do use help about the booking the fly's, you tell me this.

Goodby Yours sincerely

Student 1 from Switzerland

## 13.2 Appendix 2

### 13.2.1 Question: Formal Letter

You recently entered a competition for learners of English. You have just received this letter from the organisers of the competition, on which you have written some notes.

Congratulations! We are very pleased to inform you that you have won first prize in our competition: a FREE week for yourself and a friend in Los Angeles or New York.

This includes:

- \* Free return flights
- \* Accommodation for you both in a 3-star central hotel
- \* Three meals a day
- \* Spending allowance
- \* A guide (if you want)

We now need to know which city you would both like to go to, your preferred travel dates, and any special arrangements you would like us to make for you.

We look forward to hearing from you and we will then send you the tickets.

Yours sincerely  
*Caroline Riley*  
Competition Organiser

Handwritten notes in ovals:  
- "someone to meet us at the airport?" (points to "Free return flights")  
- "which hotel?" (points to "Accommodation for you both in a 3-star central hotel")  
- "???" (points to "Spending allowance")  
- "yes, please" (points to "A guide (if you want)")  
- "Yes!" (points to "We look forward to hearing from you...")

Read the letter carefully. Then write a reply giving the information requested and also covering the notes you have written on the letter. Write a **letter** of between 120 and 180 words in an appropriate style. (UCLES, 1998, p. 65)

### 13.2.2 Answer: Formal Letter

Dear Mrs Riley,

I am writing to you with reference to your letter which I have received yesterday. In this letter you told me that I have won a prize for my competition. Wow, that's great. But now before I will make my final decision I have a few questions.

First I would like to know if there anybody will meet us at the airport. Could you tell me the name of the hotel, please? What do you mean with "spending allowance"? You told me that you would offer us a guide, that will be great! Finally I am very interested in your special arrangements.

Thank you in advance for your time and I look forward to hearing from you soon.

Yours sincerely,

Student 2

### 13.2.3 UCLES Task specific mark scheme: formal letter

#### Content

Major points: State city to go to and when. Ask for guide. Request information about being met at the airport and which hotel.

Minor points: Any request for special arrangements. Any comment on spending allowance or meals.

#### Organisation and cohesion

Letter with appropriate opening and closing formulae. Clear organisation of points: statement of needs, questions and requests. Appropriate linking of ideas not just lists.

#### Appropriacy of Register and format

Letter format. Could range from neutral to formal but must be consistent.

#### Range

Language of requests and questions. Range of tenses: possibly future, present, conditionals. Vocabulary to do with travel and holidays. Some lifting of key words/phrases acceptable e.g. special arrangements.

#### Target Reader

Would know what the writer specifically wants and have enough information to make the appropriate arrangements. (UCLES, 1998, p. 61)

## 13.3 Appendix 3

### 13.3.1 Question: Essay

After a class discussion on how young people learn to be independent, your teacher has asked you to write a composition, giving your opinions on the following statement.

*Young people should live with their parents for as long as they want.*

Write your **essay** in 120-180 words in an appropriate style

(Mann, Kenny, Bell, & Gower, 2008, p. 75)

### 13.3.2 Answer: Essay

#### **Introduction**

The purpose of this report is to consider the advantages and disadvantages if young people should live with their parents for as long as they want.

#### **Advantages**

First of all, when you live at home, you have a lot of good advantages. For example the housework. That do mostly the parents and than you have a lot more spare time for yourself.

Another one is, you could save a lot of money, because you don't have to pay a rent for a house or flat.

#### **Disadvantages**

On the other hand you have to listen to your parents and do what they want. For instance, when you go to bed or in the evenings, you don't can stand alone.

#### **Conclusion**

Cleary, I think the most beautiful time is when you live at home. Because you can do so many things that you don't have time to do, when you have a own flat.

## 13.4 Appendix 4

### 13.4.1 Question: Report

Students in your college have just returned from a ski trip abroad. There were a number of problems about the location and organisation. You were on the organising committee and the Principal has asked you to highlight the problems and make recommendations for next year.

You have been asked to write a report for the Principal

Write your **report** in 120-180 words in an appropriate style.

(Bell & Gower, 2008, p. 140)

### 13.4.2 Answer: Report

**To:** The Principal

**From:** the Organising Committee

**Date:** 22.09.08

**Subject:** Ski weekend abroad

#### Introduction

The purpose of this report is to consider the advantages and disadvantages from a ski trip abroad. I have the discussed the issue will all students in your college.

#### Advantages

All those I interviewed believe that the ski trip has some good points. The food was very special and varied. Another point was the weather was so good.

#### Disadvantages

Some students are concerned that:

- 1) some students were unhappy with the arrangements.
- 2) Lessons need to be learnt for the future
- 3) Highlight the problems that occurred during the half term ski trip
- 4) Only one hour ski lessons were included in the price

#### Conclusion and Recommendation

Clearly, the students might cause some practical difficulties but on the whole for the next time the organising committee looking forward to searching another location.

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